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ABSTRACT

This drug education guide provides a valuable resource for educators, helping them to understand the problems associated with drug misuse and the extent and significance of drug problems in schools. The guide is designed to help give local schools the leadership and tools with which to initiate an effective program for their own needs. Section 1 provides the framework for the teacher's individualized program. It includes: (1) instructional objectives which give direction to the program and provide a basis for evaluation; (2) teacher questions for program planning which are to be answered by the teacher before he/she teaches the unit; and (3) student and teacher resources for data gathering. Instructional objectives are offered for primary, intermediate, junior high, and senior high levels. In order to provide suggestions to those responsible for developing local curriculum guides, the guide provides a learning experiences section in Appendix A. Appendix B contains a very useful and up-to-date resource guide for teachers and students. (Author/PC)

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grades primary through senior high

Drug Education

for the '70's

prepared under the supervision of
the State Office of Public Instruction

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The growth of drug misuse among our youth has developed rapidly and with disturbing magnitude. Concern in this state over the urgency of the problems attending drug misuse is being expressed by parents, teachers, the general public, and the Legislature. Much can be accomplished through the development of an educational program which focuses on the complex issues which are posed by the use and misuse of drugs.

There is a great need to strengthen health education programs to develop an awareness of the use and misuse of drugs early in the educational process of our children.

A major step in educating Washington's students about the problems of misuse of drugs and narcotics has been taken by the State Superintendent of Public Instruction, with the publication of drug curriculum guidelines.

Teachers must have a thorough knowledge of the interrelationship of drugs, the individual and society if they are to be effective in classroom discussions of the use and misuse of drugs.

If these guidelines are used in the manner recommended by the State Office of Public Instruction, I am certain that they will make a significant contribution to the understanding by students of the use and misuse of drugs.

Daniel J. Evans

Daniel J. Evans
Governor
State of Washington

I hope the development and publication of this drug education guide will provide a valuable resource for educators, helping them to understand the problems associated with drug misuse and the extent and significance of the problem in schools of the state.

Teachers must be able to advise students so they may have a reliable base from which they can make their own intelligent decisions concerning the impact of drugs on their own well-being and on society in general. Few teachers are equipped to discuss the issue, and former teaching materials have been either obsolete or of poor quality.

Teachers must have knowledge concerning the selection and wise use of drug instructional material. They must have the ability to discriminate between fact and fiction regarding drugs. They must understand state and federal laws and law enforcement as they relate to drug misuse. They must know the techniques of effective communication with youth, including their involvement in planning and carrying out local drug education programs.

This guide is designed to be a beginning to give local schools the leadership and tools to initiate an effective program to meet their own needs. It's only a tentative first step in establishing a sound program. It provides not just a pattern to follow but a resource to be used. Hopefully, it will be a catalyst for a long-range, well-planned and continuous local commitment to combat drug misuse.

Louis Bruno

Louis Bruno
State Superintendent
of Public Instruction

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Drugs and Health Education

On August 19, 1969, Governor Evans formalized his concern over the rapidly growing problem of drug abuse in our State by appointing a special task force on drug abuse. The strongest recommendation brought forth by this group was, "the highest priority must be given to the development of an effective program of drug abuse education, ideally as a part of a strengthened health education program."

We, at the State Office of Public Instruction, strongly endorse the position of the task force, particularly the emphasis on strengthening health education programs. It is our belief that when school districts begin to employ greater numbers of trained health educators and provide adequate curriculum time and materials, the need for crisis-oriented health programs will diminish.

Lucille Trucano
Supervisor of Health Education

Carl Nickerson
Drug Education Consultant

Acknowledgments

The development of this guide has been preceded by a recognition of the need for sound educational programs to help curb the growing drug problem among our school age population. We are grateful to Governor Daniel J. Evans for his action in appropriating monies from his emergency fund to assist the Office of the State Superintendent of Public Instruction in establishing sound drug education programs in our schools.

This guide is the result of the effort and time of many persons. Special appreciation is expressed to *Mr. Paul Templin*, Health Educator, Tacoma Public Schools, and *Mr. Len Tritsch*, Health Education Coordinator, Kent Public Schools, who formed the core of the writing team.

Appreciation is also expressed to the many other individuals, groups, and organizations who contributed in numerous ways to this guide.

We are particularly indebted to the many college and university instructors who made it possible for their enthusiastic summer school students to evaluate the guide and to provide suggested revisions and modifications to the writing team.

Introduction

Drug education is a positive approach to the study of drug usage which stresses the value of proper drug use as well as the problems involved with the misuse of drugs. The purpose of drug education is to enable the individual to develop attitudes and abilities which will prepare him to better cope with drugs in his society.

An early accumulation of knowledge and attitudes about drugs and an understanding of the reasons behind drug use are essential in aiding the individual to make intelligent decisions about drugs in his life. Thus, it is imperative that we provide the learning experiences needed to develop these skills before the child is confronted with an opportunity for illegal drug usage.

Drug education begins in the home. By the age of five or six, most children have developed attitudes related to the use of drugs in the home. It becomes increasingly obvious as the problem of drug use and/or misuse in our society grows, that parents need and are asking for help in educating their children in this area. Communities are also seeking help. Most important, however, students need information and an understanding that will help them make intelligent decisions concerning drugs.

In the schools, drug education should be an integral part of the school curriculum. In its entirety, it fits most appropriately in a good health education program. Objectives may also be included in social studies, science and other subject areas. Emphasis should be on a program which is comprehensive, sequential and interwoven into the curriculum from the primary grades through high school.

Students should be taught respect for drugs and potentially harmful substances. There should be a strong emphasis on the decision-making process and on the need for each person to accept the responsibility for his own decisions and behavior. An honest examination of the interrelated sociological, psychological and physiological ramifications of drug use and/or misuse on the individual and his society should be an integral part of every program. With a better understanding of the reasons and motivations behind use and/or misuse and an explanation of alternative actions, the individual will be better able to develop the attitudes and abilities which will prepare him to better cope with drugs in his society.

Program Planning

This section provides the framework for the teacher's individualized program. Included are:

Instructional objectives which give direction to the program and provide a basis for evaluation.

Teacher questions for program planning are to be answered by the teacher before teaching the unit. This will provide a background for clarifying instructional objectives and serve as an aid in planning student learning experiences. (Refer to Appendix A for examples of learning experiences.)

Evaluation experiences for students and teachers are not identified per se. The instructional objectives could serve as the evaluation tool until the teachers and students have the opportunity to develop evaluation techniques which will fit their needs.

Student and teacher resources for data gathering provides space for the teacher to record those available resources that could be useful as teacher references or in developing and performing student learning experiences.

Instructional Objectives

Primary

Before completing the primary grades, the student will demonstrate, at a level of proficiency determined locally, his knowledge of the statement, "Substances taken into the body may be beneficial and/or harmful."

Before completing the primary grades, the student will demonstrate, at a level of proficiency determined locally, responsible behavior in a minimum of two imaginary situations involving potentially harmful substances.

Before completing the primary grades, the student will, at a level of proficiency determined locally, analyze four (4) advertisements depicting substances which may be beneficial and/or harmful when taken internally.

Before completing the primary grades, the student will demonstrate, at a level of proficiency determined locally, his ability to assume responsibility by selecting and carrying out one or more independent projects related to substances which may be beneficial and/or harmful when taken into the body.

Intermediate

Before completing the intermediate grades, the student will, at a level of proficiency determined locally, using a minimum of three factors, compare his decision-making process with those who have arrived at different decisions about the use and/or misuse of mood modifying substances.

Before completing the intermediate grades, the student will recall, at a level of proficiency determined locally, the description, sources and uses of the common mood modifying substances.

Before completing the intermediate grades, the student will evaluate, at a level of proficiency determined locally, the possible sociological, psychological and physiological effects on the individual resulting from the use and/or misuse of various mood modifying substances.

Junior High

Before completing junior high school, the student will evaluate, at a level of proficiency determined locally, attitudes toward the use and/or misuse of mood modifying substances held by the different segments of society.

Before completing junior high school, the student will evaluate, at a level of proficiency determined locally, the possible consequences resulting from prosecution following involvement with mood modifying substances.

Before completing junior high school, the student will analyze, at a level of proficiency determined locally, the financial benefits and/or costs to himself and to his community which may result from use and/or misuse of mood modifying substances.

Before completing junior high school, the student will analyze, at a level of proficiency determined locally, possible methods of resolving psychological, sociological and physiological problems common to the development of junior high school students.

Before completing junior high school, the student will construct, at a level of proficiency determined locally, a plan of action which he or others could use in resolving questions and problems common to the use and/or misuse of mood modifying substances.

Senior High

Before completing the senior high school, the student will synthesize, at a level of proficiency determined locally, the cause-and-effect relationship between the utilization of drugs to meet the needs of society and societal action stimulated by the use and/or misuse of drugs.

Before completing the senior high school, the student will demonstrate, at a level of proficiency determined locally, that he has evaluated available resources that could help him resolve questions and problems which could lead to, or have resulted from, the use and/or misuse of mood modifying substances.

Before completing the senior high school, the student will evaluate, at a level of proficiency determined locally, local, state, federal and/or international laws controlling the movement, sale, or use and/or misuse of mood modifying substances.

Before completing the senior high school, the student will hypothesize, at a level of proficiency determined locally, methods he could use as a prospective adult and/or parent for preventing or dealing with problems resulting from the use and/or misuse of mood modifying substances.

Instructional Objective:

Before completing the primary grades, the student will demonsrate, at a level of proficiency determined locally, his knowledge of the statement, "Substances taken into the body may be beneficial and/or harmful."

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
What is a substance?			
What kinds of substances do we take into our body?			
How do substances get into the body?			
Why do we take substances into our body?			
What criteria can we use to determine whether substances we will take into our body will be beneficial or harmful?			
Where are the above substances commonly found?			

Instructional Objective:

Before completing the primary grades, the student will demonstrate, at a level of proficiency determined locally, responsible behavior in a minimum of two imaginary situations involving potentially harmful substances.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
What is a potentially harmful substance? Who might be less knowledgeable about potentially harmful substances than the primary student? What are some situations in which a primary student will encounter potentially harmful substances either while alone or in the company of someone less knowledgeable than himself? What things can a primary student do to help prevent himself and others from being harmed by potentially harmful substances?			

Instructional Objective:

Before completing the primary grades, the student will demonstrate, at a level of proficiency determined locally, responsible behavior in a minimum of two imaginary situations involving potentially harmful substances.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
From whom should the primary student seek help when problems arise involving potentially harmful substances?			
What can the primary student do to get help quickly in an emergency?			
Why should a person help others who might injure or otherwise harm themselves?			

Instructional Objective:

Before completing the primary grades, the student will, at a level of proficiency deter.nined locally, analyze four (4) advertisements depicting substances which may be beneficial and/or harmful when taken internally.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
What does it mean to analyze? What does it mean "to make a decision"? What is involved in making a decision? What makes a decision acceptable or not acceptable to the individual?			

Instructional Objective:

Before completing the primary grades, the student will, at a level of proficiency determined locally, analyze four (4) advertisements depicting substances which may be beneficial and/or harmful when taken internally.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
What kinds of decisions do primary students make? Why should the teacher be willing to accept the student's analysis and decisions? What questions can I ask the student about his decision that will cause him to evaluate the processes of analysis and decision making he used in arriving at that decision?			

Instructional Objective:

Before completing the primary grades, the student will demonstrate, at a level of proficiency determined locally, his ability to assume responsibility by selecting and carrying out one or more independent projects related to substances which may be beneficial and/or harmful when taken into the body.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
What is responsibility? To whom is one responsible? Why is each individual important? Why is it important for an individual to succeed? Why should students be allowed to select their own projects?			

Instructional Objective:

Before completing the primary grades, the student will demonstrate, at a level of proficiency determined locally, his ability to assume responsibility by selecting and carrying out one or more independent projects related to substances which may be beneficial and/or harmful when taken into the body.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
What should students know to be able to select and carry out a project independently? How can students be encouraged to select work that will build on their strengths and improve their weaknesses? What is the role of the teacher in student independent projects? What is the role of parents in student independent projects?			

Primary

Before completing the primary grades, the student will demonstrate, at a level of proficiency determined locally, his knowledge of the statement, "Substances taken into the body may be beneficial and/or harmful."

Before completing the primary grades, the student will demonstrate, at a level of proficiency determined locally, responsible behavior in a minimum of two imaginary situations involving potentially harmful substances.

Before completing the primary grades, the student will, at a level of proficiency determined locally, analyze four (4) advertisements depicting substances which may be beneficial and/or harmful when taken internally.

Before completing the primary grades, the student will demonstrate, at a level of proficiency determined locally, his ability to assume responsibility by selecting and carrying out one or more independent projects related to substances which may be beneficial and/or harmful when taken into the body.

Intermediate

Before completing the intermediate grades, the student will, at a level of proficiency determined locally, using a minimum of three factors, compare his decision-making process with those who have arrived at different decisions about the use and/or misuse of mood modifying substances.

Before completing the intermediate grades, the student will recall, at a level of proficiency determined locally, the description, sources and uses of the common mood modifying substances.

Before completing the intermediate grades, the student will evaluate, at a level of proficiency determined locally, the possible sociological, psychological and physiological effects on the individual resulting from the use and/or misuse of various mood modifying substances.

Junior High

Before completing junior high school, the student will evaluate, at a level of proficiency determined locally, attitudes toward the use and/or misuse of mood modifying substances held by the different segments of society.

Before completing junior high school, the student will evaluate, at a level of proficiency determined locally, the possible consequences resulting from prosecution following involvement with mood modifying substances.

Before completing junior high school, the student will analyze, at a level of proficiency determined locally, the financial benefits and/or costs to himself and to his community which may result from use and/or misuse of mood modifying substances.

Before completing junior high school, the student will analyze, at a level of proficiency determined locally, possible methods of resolving psychological, sociological and physiological problems common to the development of junior high school students.

Before completing junior high school, the student will construct, at a level of proficiency determined locally, a plan of action which he or others could use in resolving questions and problems common to the use and/or misuse of mood modifying substances.

Senior High

Before completing the senior high school, the student will synthesize, at a level of proficiency determined locally, the cause-and-effect relationship between the utilization of drugs to meet the needs of society and societal action stimulated by the use and/or misuse of drugs.

Before completing the senior high school, the student will demonstrate, at a level of proficiency determined locally, that he has evaluated available resources that could help him resolve questions and problems which could lead to, or have resulted from, the use and/or misuse of mood modifying substances.

Before completing the senior high school, the student will evaluate, at a level of proficiency determined locally, local, state, federal and/or international laws controlling the movement, sale, or use and/or misuse of mood modifying substances.

Before completing the senior high school, the student will hypothesize, at a level of proficiency determined locally, methods he could use as a prospective adult and/or parent for preventing or dealing with problems resulting from the use and/or misuse of mood modifying substances.

Instructional Objective:

Before completing the intermediate grades, the student will, at a level of proficiency determined locally, using a minimum of three factors, compare his decision-making process with those who have arrived at different decisions about the use and/or misuse of mood modifying substances.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
Why should intermediate level students be given opportunities to study independently? What opportunities can be provided within the school setting to help the student develop problem-solving skills (collecting, analyzing, concluding, deciding, evaluating)? What are moods? What are emotions? Are moods and emotions synonomous? Explain. What does it mean to modify something?			

Instructional Objective:

Before completing the intermediate grades, the student will, at a level of proficiency determined locally, using a minimum of three factors, compare his decision-making process with those who have arrived at different decisions about the use and/or misuse of mood modifying substances.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
Why is it important for students to discuss their decisions about a common mood modifying substance before discussing the decision-making process? How do students make a decision? What factors should students consider in making a decision? Why?			

Instructional Objective:

Before completing the intermediate grades, the student will recall, at a level of proficiency determined locally, the description, sources and uses of the common mood modifying substances.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
How do students use the word "source" when discussing mood modifying substances?			
What is involved in describing a mood modifier?			
How do the students interpret the term "uses"?			
What are the different ways in which mood modifying substances are classified?			
What mood modifying substances fit into each of the categories identified?			
How do we decide on the category of a particular mood modifying substance?			

Concept: Drugs

Instructional Objective:

Before completing the intermediate grades, the student will recall, at a level of proficiency determined locally, the description, sources and uses of the common mood modifying substances.

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
What is a depressant?			
What is a stimulant?			
What is an hallucinogenic substance?			
What is the meaning of each of the following terms: addiction, habituation, dependency?			
What is the difference between a synthetic and a natural drug?			

Concept: Drugs

Instructional Objective:

Before completing the intermediate grades, the student will evaluate, at a level of proficiency determined locally, the possible sociological, psychological and physiological effects on the individual resulting from the use and/or misuse of various mood modifying substances.

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
What is the derivation of each of the following words: sociological, psychological, and physiological?			
What is a society?			
Who makes up your society or societies?			
What is the function of a society?			
What effects does the individual have on a society and vice versa?			
Why is one responsible to society as well as to himself?			

Instructional Objective:

Before completing the intermediate grades, the student will evaluate, at a level of proficiency determined locally, the possible sociological, psychological and physiological effects on the individual resulting from the use and/or misuse of various mood modifying substances.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
To what extent is the individual responsible to society? To himself? Why is the term "respect" important to the individual and to his relationship with society? What limitations does society place upon the individual? Understanding that the entire organism is affected, what systems of the body are most directly affected by the use and/or misuse of each mood modifier studied? What causes people to react differently to the same mood modifying substance? Why might an individual experience inconsistent effects from the use and/or misuse of mood modifying substances?			

Primary

Before completing the primary grades, the student will demonstrate, at a level of proficiency determined locally, his knowledge of the statement, "Substances taken into the body may be beneficial and/or harmful."

Before completing the primary grades, the student will demonstrate, at a level of proficiency determined locally, responsible behavior in a minimum of two imaginary situations involving potentially harmful substances.

Before completing the primary grades, the student will, at a level of proficiency determined locally, analyze four (4) advertisements depicting substances which may be beneficial and/or harmful when taken internally.

Before completing the primary grades, the student will demonstrate, at a level of proficiency determined locally, his ability to assume responsibility by selecting and carrying out one or more independent projects related to substances which may be beneficial and/or harmful when taken into the body.

Intermediate

Before completing the intermediate grades, the student will, at a level of proficiency determined locally, using a minimum of three factors, compare his decision-making process with those who have arrived at different decisions about the use and/or misuse of mood modifying substances.

Before completing the intermediate grades, the student will recall, at a level of proficiency determined locally, the description, sources and uses of the common mood modifying substances.

Before completing the intermediate grades, the student will evaluate, at a level of proficiency determined locally, the possible sociological, psychological and physiological effects on the individual resulting from the use and/or misuse of various mood modifying substances.

Junior High

Before completing junior high school, the student will evaluate, at a level of proficiency determined locally, attitudes toward the use and/or misuse of mood modifying substances held by the different segments of society.

Instructional Objectives

Before completing junior high school, the student will evaluate, at a level of proficiency determined locally, the possible consequences resulting from prosecution following involvement with mood modifying substances.

Before completing junior high school, the student will analyze, at a level of proficiency determined locally, the financial benefits and/or costs to himself and to his community which may result from use and/or misuse of mood modifying substances.

Before completing junior high school, the student will analyze, at a level of proficiency determined locally, possible methods of resolving psychological, sociological and physiological problems common to the development of junior high school students.

Before completing junior high school, the student will construct, at a level of proficiency determined locally, a plan of action which he or others could use in resolving questions and problems common to the use and/or misuse of mood modifying substances.

Senior High

Before completing the senior high school, the student will synthesize, at a level of proficiency determined locally, the cause-and-effect relationship between the utilization of drugs to meet the needs of society and societal action stimulated by the use and/or misuse of drugs.

Before completing the senior high school, the student will demonstrate, at a level of proficiency determined locally, that he has evaluated available resources that could help him resolve questions and problems which could lead to, or have resulted from, the use and/or misuse of mood modifying substances.

Before completing the senior high school, the student will evaluate, at a level of proficiency determined locally, local, state, federal and/or international laws controlling the movement, sale, or use and/or misuse of mood modifying substances.

Before completing the senior high school, the student will hypothesize, at a level of proficiency determined locally, methods he could use as a prospective adult and/or parent for preventing or dealing with problems resulting from the use and/or misuse of mood modifying substances.

Instructional Objective:

Before completing junior high school, the student will evaluate, at a level of proficiency determined locally, attitudes toward the use and/or misuse of mood modifying substances held by the different segments of society.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
What criteria are used to identify various segments of society? What influences the attitude of a group? Who determines group attitude? To what group or groups do I belong? Why do I act the way I do when I am with a particular group? Why do some people within the same segment of society have different attitudes? Why do I have the attitudes that I do? Why do attitudes change?			

Instructional Objective:

Before completing junior high school, the student will evaluate, at a level of proficiency determined locally, attitudes toward the use and/or misuse of mood modifying substances held by the different segments of society.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
How and why should students be provided with opportunities to be exposed to the attitudes of different groups or individuals about mood modifying substances? What are some of the attitudes that various segments of society have about mood modifying substances? Why does the definition of misuse vary from one drug to another? One society to another? Why are some substances misused while others are not? Why are some people very careful when using medication and other legal substances while others are not? Why it is that behavior does not always reflect one's attitude?			

Instructional Objective:

Before completing junior high school, the student will evaluate, at a level of proficiency determined locally, the possible consequences resulting from prosecution following involvement with mood modifying substances.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
Why is it important for students to become aware of the consequences which may result from legal involvement with mood modifying substances? What must the student do before he is able to identify the possible consequences which may result from legal involvement with mood modifying substances? Who else might become involved in the consequences when an individual is prosecuted? What are some of the possible consequences of legal involvement with mood modifying substances?			

Instructional Objective:

Before completing junior high school, the student will evaluate, at a level of proficiency determined locally, the possible consequences resulting from prosecution following involvement with mood modifying substances.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
Why might the consequences vary from one community to another? Does the law treat the adolescent offender differently than the adult offender? Why? Under what circumstances might a junior high student become involved with the laws related to the use of mood modifying substances?			

Instructional Objective:

Before completing junior high school, the student will analyze, at a level of proficiency determined locally, the financial benefits and/or costs to himself and to his community which may result from use and/or misuse of mood modifying substances.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
Why does an individual need to look at the total cost of the use and/or misuse of mood modifying substances to the family, the community, the state, and the nation?			
What individual financial benefits are derived from the use and/or misuse of mood modifying substances?			
What financial gains are there for a community through the use and/or misuse of mood modifying substances?			

Instructional Objective:

Before completing junior high school, the student will analyze, at a level of proficiency determined locally, the financial benefits and/or costs to himself and to his community which may result from use and/or misuse of mood modifying substances.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
What is the dollar cost to the individual and to the community resulting from the use and/or misuse of mood modifying substances? Why does an individual need to look at costs other than financial resulting from the use and/or misuse of mood modifying substances? What are some other costs? Why are some employers initiating programs to analyze the effects of the use and/or misuse of mood modifying substances on production?			

Instructional Objective:

Before completing junior high school, the student will analyze, at a level of proficiency determined locally, possible methods of resolving psychological, sociological and physiological problems common to the development of junior high school students.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
Why is it important to take an early look at the problems of adolescence and to analyze a method or methods of coping with them? What methods have been used by or suggested by others to cope with these problems? Why do adolescents seem to have more problems than any other age group? Why do some adolescents exaggerate and others minimize their problems?			

Instructional Objective:

Before completing junior high school, the student will analyze, at a level of proficiency determined locally, possible methods of resolving psychological, sociological and physiological problems common to the development of junior high school students.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
What are the possible psychological problems of the junior high school student? What are the sociological problems commonly encountered during the junior high school years? What physiological problems are junior high school students likely to encounter?			

Instructional Objective:

Before completing junior high school, the student will construct, at a level of proficiency determined locally, a plan of action which he or others could use in resolving questions and problems common to the use and/or misuse of mood modifying substances.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
Is it necessary to have a plan to deal with questions and problems? Why? Why not? What procedure is involved in developing a plan? What situations does the junior high student encounter that may expose him to the use and/or misuse of mood modifying substances? What problems could be created by these situations? What kinds of questions could exposure to mood modifying substances raise in the mind of the junior high student?			

Instructional Objective:

Before completing junior high school, the student will construct, at a level of proficiency determined locally, a plan of action which he or others could use in resolving questions and problems common to the use and/or misuse of mood modifying substances.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
What resources does the school and/or community have that will help answer questions of students in early adolescence? What resources does the school and/or community provide for the guidance, treatment, and/or rehabilitation of persons misusing mood modifying substances? How available are school and community resources in terms of the students who want to use them? What kinds of services are *not* available in the school and/or community to deal with questions and problems related to mood modifying substances? How can a junior high school student provide help for himself or for other students his own age? Younger? Older?			

Primary

Before completing the primary grades, the student will demonstrate, at a level of proficiency determined locally, his knowledge of the statement, "Substances taken into the body may be beneficial and/or harmful."

Before completing the primary grades, the student will demonstrate, at a level of proficiency determined locally, responsible behavior in a minimum of two imaginary situations involving potentially harmful substances.

Before completing the primary grades, the student will, at a level of proficiency determined locally, analyze four (4) advertisements depicting substances which may be beneficial and/or harmful when taken internally.

Before completing the primary grades, the student will demonstrate, at a level of proficiency determined locally, his ability to assume responsibility by selecting and carrying out one or more independent projects related to substances which may be beneficial and/or harmful when taken into the body.

Intermediate

Before completing the intermediate grades, the student will, at a level of proficiency determined locally, using a minimum of three factors, compare his decision-making process with those who have arrived at different decisions about the use and/or misuse of mood modifying substances.

Before completing the intermediate grades, the student will recall, at a level of proficiency determined locally, the description, sources and uses of the common mood modifying substances.

Before completing the intermediate grades, the student will evaluate, at a level of proficiency determined locally, the possible sociological, psychological and physiological effects on the individual resulting from the use and/or misuse of various mood modifying substances.

Junior High

Before completing junior high school, the student will evaluate, at a level of proficiency determined locally, attitudes toward the use and/or misuse of mood modifying substances held by the different segments of society.

Before completing junior high school, the student will evaluate, at a level of proficiency determined locally, the possible consequences resulting from prosecution following involvement with mood modifying substances.

Before completing junior high school, the student will analyze, at a level of proficiency determined locally, the financial benefits and/or costs to himself and to his community which may result from use and/or misuse of mood modifying substances.

Before completing junior high school, the student will analyze, at a level of proficiency determined locally, possible methods of resolving psychological, sociological and physiological problems common to the development of junior high school students.

Before completing junior high school, the student will construct, at a level of proficiency determined locally, a plan of action which he or others could use in resolving questions and problems common to the use and/or misuse of mood modifying substances.

Senior High

Before completing the senior high school, the student will synthesize, at a level of proficiency determined locally, the cause-and-effect relationship between the utilization of drugs to meet the needs of society and societal action stimulated by the use and/or misuse of drugs.

Before completing the senior high school, the student will demonstrate, at a level of proficiency determined locally, that he has evaluated available resources that could help him resolve questions and problems which could lead to, or have resulted from, the use and/or misuse of mood modifying substances.

Before completing the senior high school, the student will evaluate, at a level of proficiency determined locally, local, state, federal and/or international laws controlling the movement, sale, or use and/or misuse of mood modifying substances.

Before completing the senior high school, the student will hypothesize, at a level of proficiency determined locally, methods he could use as a prospective adult and/or parent for preventing or dealing with problems resulting from the use and/or misuse of mood modifying substances.

Concept: Drugs

Instructional Objective:

Before completing the senior high school, the student will synthesize, at a level of proficiency determined locally, the cause-and-effect relationship between the utilization of drugs to meet the needs of society and societal action stimulated by the use and/or misuse of drugs.

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
What is meant by a "cause-and-effect relationship"?			
Are drugs needed in society? Why? Why not?			
How do individuals in the society use and/or misuse drugs?			
What are some of the drugs which have been used to meet the needs of society?			
What are some of the drugs that have been developed as a result of the use and/or misuse of these drugs?			

Concept: Drugs

Instructional Objective:

Before completing the senior high school, the student will synthesize, at a level of proficiency determined locally, the cause-and-effect relationship between the utilization of drugs to meet the needs of society and societal action stimulated by the use and/or misuse of drugs.

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
Why has society been stimulated into action as a result of the use and/or misuse of the drugs identified above? What are some of the responses which have been made by society to the use and/or misuse of drugs? What has been the effectiveness of the responses made by society? What cause-and-effect relationship can you describe that has been brought about in your community through the use of drugs?			

Instructional Objective:

Before completing the senior high school, the student will demonstrate, at a level of proficiency determined locally, that he has evaluated available resources that could help him resolve questions and problems which could lead to, or have resulted from, the use and/or misuse of mood modifying substances.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
Why should individuals evaluate available resources before the services of these resources are needed? What are some of the questions and problems encountered by senior high school students as a result of exposure to mood modifiers? What resources are available that specifically deal with the questions and problems raised by the use and/or misuse of mood modifiers?			

Instructional Objective:

Before completing the senior high school, the student will demonstrate, at a level of proficiency determined locally, that he has evaluated available resources that could help him resolve questions and problems which could lead to, or have resulted from, the use and/or misuse of mood modifying substances.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
What are the goals and programs of the available resources? What criteria will be used to evaluate these resources? Why have many programs been ineffective in permanently rehabilitating persons seeking help for problems stemming from the use and/or misuse of mood modifying substances?			

Instructional Objective:

Before completing the senior high school, the student will evaluate, at a level of proficiency determined locally, local, state, federal and/or international laws controlling the movement, sale, or use and/or misuse of mood modifying substances.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
Why do we have laws? Why should laws be evaluated? What criteria should be used in the evaluation of laws related to the use and/or misuse of mood modifying substances? Why are there separate local, state, federal, and international laws controlling the possession, movement, sale, and use and/or misuse of mood modifying substances?			

Instructional Objective:

Before completing the senior high school, the student will evaluate, at a level of proficiency determined locally, local, state, federal and/or international laws controlling the movement, sale, or use and/or misuse of mood modifying substances.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
What are the local laws or ordinances with regard to the use and/or misuse or possession of mood modifying substances? What are the penalties for the possession, movement, sale, use and/or misuse of mood modifying substances established by state, federal, and international laws? Why do the laws differ at each level of government? Why is it difficult to enforce the laws governing mood modifying substances?			

Instructional Objective:

Before completing the senior high school, the student will hypothesize, at a level of proficiency determined locally, methods he could use as a prospective adult and/or parent for preventing or dealing with problems resulting from the use and/or misuse of mood modifying substances.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
Why is the study of parental responsibility important? Why might a parent's viewpoint of a problem differ from that of his children? Is it important for prospective adults and/or parents to prepare young people to cope with outside pressures encountered after leaving home? Why?			

Instructional Objective:

Before completing the senior high school, the student will hypothesize, at a level of proficiency determined locally, methods he could use as a prospective adult and/or parent for preventing or dealing with problems resulting from the use and/or misuse of mood modifying substances.

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering
Is it important for prospective parents to recognize the attitudes of other individuals or segments in society? Why? Why not? How might prospective adults and/or parents reduce the possibility of having future children encounter today's problems related to mood modifying substances? What kinds of problems do students anticipate their children will face that they have not encountered?			

Appendix A

Suggested learning experiences

The learning experiences section of the guide is designed to provide suggestions to those responsible for developing local curriculum guides. The sample learning experiences are reproduced in such a way that the individual activities at the primary and intermediate levels can be cut and pasted in the main part of the guide. Hopefully, teachers will organize, add to, or change the learning experiences to fit the needs of their students.

Junior and senior high school learning experiences are designed to illustrate how several learning experiences might be combined to help students master a particular instructional objective. These examples should also be modified by the individual classroom teacher.

Teaching Technique Concepts

If you find that interest is lagging in a class, change your methods of teaching. Listed below are some ideas around which new learning experiences can be developed. *Experiment,* as the youth of today live this way; they do not enjoy staid standards or methods.

Written
- Compare
- Explain
- Interpret
- Reference papers

Graphic
- Cartoon
  - Drawing
  - Interpreting
- Crossword puzzles
- Sketches
- Diagrams

Printed
- Magazines
- Newspapers

Audio
- Radio
- Tapes
- (Makes own)

ACTION

Visual
- Bulletin boards
- Chalkboard
- Slides
- Transparencies
- (Makes own)

Group
- Buzz sessions
- Committees
- Contests
- Discussion
  - Class
  - Small groups
- Dramatizations
- Pantomime
- Role playing
- Skits

Individual
- Collecting
- Dramatizations
- Interviewing
- Lecturing
- Pantomime
- Reports (oral)
- Role playing
- Surveys

Instructional Objective:

Before completing the primary grades, the student will demonsrate, at a level of proficiency determined locally, his knowledge of the statement, "Substances taken into the body may be beneficial and/or harmful."

Primary

Suggested learning experiences

Cut and paste. Give the children a list including common foods, beverages and medications. On a separate sheet write the question, "Would it be good for me to eat this?" Each of the items is to be cut out and pasted under one of these headings: "Yes— No — Sometimes — I Don't Know.

Provide a time for the children to explain their choices.

●

Invite the school nurse to be present for an experiment. Ask for volunteers who are willing to handle and perhaps smell pieces of a freshly cut dry onion. Observe how their eyes and nose are affected. Let the children speculate about the reasons for the physical reactions that they have observed.

Ask the nurse to explain what has occurred.

●

If there is a child in your room who is allergic to some common foods or substances, ask him to report how these foods or other substances affect him.

●

Have the children ask their parents to help them find three products at home on which the label cautions that the product should be used only in a well-ventilated area or that it would be harmful to inhale the fumes.

●

Invite a local pharmacist to talk to your group about his profession. His talk can include information about some of the medications with which children would be familiar (i.e., aspirin, cough syrup, antihistamines, antiseptics). He should explain how they can be beneficial and also under what circumstances they might be harmful to us. Allow time for questions and answers.

●

Set up a vaporizer. Allow children to "smell" the steam and describe how it feels to them. Ask them to speculate what would happen if the steam were really "poison gas." Some role playing is in order here. (The real hams love this kind of acting.)

●

Cut the dialogue out of some comic strips, replace the area with white paper and then laminate. Specify the topic, in this case, "the way in which substances when taken into the body may be helpful or harmful," and ask the children to write in with a felt pen or grease pencil what the characters might be saying. Children who cannot write their own ideas might dictate them to someone who could write for them.

(The laminated comic strips are erasable and may be used many times with a variety of topics.)

●

Instructional Objective:

Before completing the primary grades, the student will demonstrate, at a level of proficiency determined locally, responsible behavior in a minimum of two imaginary situations involving potentially harmful substances.

Suggested learning experiences

Have the children present a skit in which two children are playing together. When one decides to drink something from a bottle they have found in the garage, the other tries in vain to discourage him. After the first child does take the drink, he doubles over (or whatever histrionics you wish to include to indicate an emergency).

His friend runs to tell Mother. Mother runs to the garage; she says that she knows what to do but she must first know what the victim drank. The child who is playing the role of the "reporter" may now choose how he wishes to play his part. Either he will remember from which bottle the boy drank or he will say that he doesn't know for sure which one it was. As you can see, this drama has two very different conclusions and can be done several times with different actors who determine the end of the story.

Invite an "authority" (i.e., a high school biology teacher) to talk to the class about poisonous plants. Ask him to stress that children should neither touch nor eat unknown berries or plants. If another child does, in spite of our trained child's warning, eat berries that he cannot identify, a sample should be taken to a responsible adult.

Invite a mother to bring a baby brother or sister who is in that phase of development during which everything that he can grasp goes into his mouth. Put the baby into a playpen and let the children observe what he does with things that are put within his reach. Ask the mother to tell some of the things she does to protect the baby from hazardous substances. Have the children tell how they might help to protect a baby this age.

Make stick puppets of containers of common, but dangerous, household products. (Attach a stick so that only the container will show over the top of a screen. The children whose voices are used will not be seen by the audience.) Put faces, of sorts, on the containers. Give appropriate information to a child about the dangerous aspects of the product he will be portraying. The puppets can discuss ways in which people misuse them or how they are stored improperly.

You might like to invite some upper grade students to present this drama for your class.

Ask each child to make a four or five frame cartoon strip depicting a situation in which he would protect a younger child from a harmful substance. Ask him to use for his example a product that he has seen around his home.

Invite a service station owner or attendant to talk to the children about the precautions that must be used around gasoline and other automotive parts and products. Allow time for questions and answers.

Instructional Objective:

Before completing the primary grades, the student will demonstrate, at a level of proficiency determined locally, responsible behavior in a minimum of two imaginary situations involving potentially harmful substances.

Suggested learning experiences

Divide your class so that you may conduct three or four small group discussions on the topic, "Where can a primary student get help quickly in an emergency?" You establish hypothetical emergency situations that might arise in the area where your students live and ask the students how they would get help in each situation.

Chart their answers in *their own* words. After all of the small groups have met, put the charted solutions (for one situation at a time) in plain view and let the whole group discuss the merits of the suggestions one at a time. This total process may take several days.

This experiment is best done with small groups.

Put a small amount of each of the following five liquids in similar glass containers:

Water
White vinegar
Rubbing alcohol
Ammonia (The label suggests vinegar as an antidote for both external or internal contact.)
Concentrated sulphuric acid. (Ask your high school chemistry teacher for this. Note his precautions. It would be wise to have baking soda handy.)

Have children guess by looking at them the identity of each container. Then, using cotton cloths, put a little liquid on a cloth and holding it a little distance from them, allow children to smell. (Caution: Do not allow anyone to smell at close range). Save the sulphuric acid for last and dip just a corner of the cloth into it. The cloth will disintegrate.

Put the experiment out of harm's way before discussion begins.

Help your class plan and present for another class a program that demonstrates situations in which a responsible child can protect a younger or less knowledgeable child from hazardous substances. Some children might be in short skits, some could march with posters they have made, others might explain where certain products should be stored and one could explain the importance in a poisoning incidence of telling what substance the victim had eaten, inhaled or contacted.

Instructional Objective:

Before completing the primary grades, the student will, at a level of proficiency determined locally, analyze four (4) advertisements depicting substances which may be beneficial and/or harmful when taken internally.

Suggested learning experiences

Distribute old magazines and ask the children to cut out as many health related advertisements as they can find. Prepare a bulletin board using the caption, "How Many of These Do We Need?" Have the children place their ads in related groups on the board (i.e., all the headache remedies in one area, toothpaste and mouthwash in another, etc.).

●

Ask children to listen for health related advertisements on the radio and T.V. and to make a note, or ask someone to write for them, the products or services they find.

●

Some of the children will remember the jingle or patter that goes with the products. Let them put on a tape that can be played for the whole class to hear.

●

Ask the children how they would advertise a health product or service that they had devised. These can be very imaginative products or services. Give children old X-ray film or other transparency material and some colored felt pens to illustrate their ads. Have spot commercials during the day using a different transparency each time. The creator, if he chooses, may make a statement about his creation when it is shown.

●

Use the cabinet from an old portable T.V. (or make your own from a cardboard box) and let children advertise their own medical products and services "on T.V."

●

Briefly explain to the children the meaning of the terms "quack" and "quackery". They can pretend to be inventors or machines that will benefit an ailing individual. All kinds of materials can be used, including cardboard boxes, can, plastic bottles, fabric, bottle caps, straws, buttons—whatever is available. Allow at least a week for the completion of the equipment and then let the "quacks" demonstrate their "quackery." (Children who "can't think of anything" may be encouraged to help someone else.)

●

Using some of the ads that the children have heard or seen, have them analyze just what claims are made for the products. Ask them to find out, by their own experience where it is appropriate, and by interviewing parents or older sisters and brothers where that is more feasible, how well the products live up to their claims.

●

Discuss with the children what a wide area "health" products cover. They include such items as suntan lotion, baby powder, and vitamin pills, just to name a few. Have the children bring from home containers of common health related products. Place the containers on a table. Discuss the meaning of "analysis" in decision making. Ask individuals to analyze the usefulness of the products represented in the display and to tell why they would or would not use certain items.

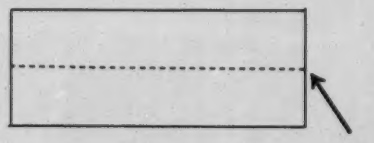
Instructional Objective:

Before completing the primary grades, the student will demonstrate, at a level of proficiency determined locally, his ability to assume responsibility by selecting and carrying out one or more independent projects related to substances which may be beneficial and/or harmful when taken into the body.

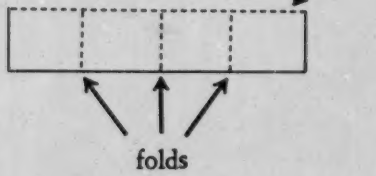
Suggested learning experiences

Use large sheets of drawing paper and proceed as follows:

1.



2.



3.

Cut one layer on vertical folds

Now you have a long paper with a fold at the top and four "doors" that lift up. Have the children decorate the doors as they choose and under each one draw a picture of someone for whom they could or do show responsibility — pets, younger children, someone who is hurt or others.

Ask the children to list for each other member of their family three tasks or things for which he is responsible.

Next, ask him to list for himself three home responsibilities and three school responsibilities.

Have the children select a committee and arrange for them to interview a junior or senior high school teacher who teaches drug education to find out what kinds of things drugs might include.

Members of the committee may report to the class individually in an oral report or they may sit in front of the group at a table as a panel.

Have children make a booklet titled "All About Me." The booklet could include pages of pictures or narrative about the following things:

1. A full-page picture of "Me"
2. Ways I am like other boys (or girls)
3. Ways I am different from other boys (or girls)
4. People who care about me;
5. People (or pets) who are important to me
6. Things that I can do well.

Instructional Objective:

Before completing the primary grades, the student will demonstrate, at a level of proficiency determined locally, his ability to assume responsibility by selecting and carrying out one or more independent projects related to substances which may be beneficial and/or harmful when taken into the body.

Suggested learning experiences

- Ask the children where they get information about drugs. List their answers; keep the list "open" long enough that you really exhaust their ideas. This may mean that new ideas will be submitted over a period of two or three days. List each idea on a separate tagboard strip and have the children classify them on a bulletin board under the following headings:
  - Written material
  - Radio
  - T.V.
  - Family
  - Other people
  - Movies
  - Other sources

  Discuss why each source of information is or is not reliable.

- Help the children compose a checklist of safe storage of potentially dangerous household substances. Make copies of the checklist for them to take home to go through their house, garage and yard. (The list does not need to be returned to school.)

- Meet with children in groups of not more than ten. Ask each child to name one kind of behavior for which he is responsible in the classroom. Then have everyone become an actor and show what happens when people do not carry out their responsibilities. You may have anywhere from one to ten acting at once depending on what kinds of things have been named.

Instructional Objective:

Before completing the intermediate grades, the student will, at a level of proficiency determined locally, using a minimum of three factors, compare his decision-making process with those who have arrived at different decisions about the use and/or misuse of mood modifying substances.

Suggested learning experiences

- Dramatize a situation where a student is baited to take a pill or to sniff glue. Have three groups of students each prepare a different ending for the dramatization. Discuss the different endings and any others the students may bring up.

- Take advantage of opportunities to work out classroom problems together. (Refer to *Reality Therapy* by Glasser.) As a student develops the capability, have him individually work on solving specific classroom problems.

- Have junior or senior high students visit the class to act as resource people to small group discussions. The groups should discuss the factors that may influence their decisions.

- Write and share stories and poems which create different moods. Discuss the feeling each student had after hearing or reading the material.

- Have the students bring from home newspaper and magazine articles pertaining to the use of mood modifying substances. Have the students identify the uses of the mood modifying substances as stated in each article. These might be listed on the board. Discuss why there are differences in the recommended uses of some substances. Discuss why writers disagree on the value of a particular substance.

- Have students role play different people letting off steam. Discuss: (1) Which of these methods is most acceptable—least acceptable? (2) Why is it important to let off steam?

- Have several small groups of students develop radio or television scripts on influencing decisions. Through the presentation of the material in the script, one member of each group should attempt to influence the decision of each class member with regard to some imaginary mood modifying substance. At the conclusion of the presentations, class members identify which mood modifying substance they have decided to use and identify what caused them to make this choice. Discuss the results with the class.

- Have the students develop a collection of advertisements about medicine which illustrates exaggerated claims. The collection might be kept in a scrapbook or placed on the bulletin board. Discuss with students the emotions the ads play on, or the mood they try to create.

Instructional Objective:

Before completing the intermediate grades, the student will, at a level of proficiency determined locally, using a minimum of three factors, compare his decision-making process with those who have arrived at different decisions about the use and/or misuse of mood modifying substances.

Suggested learning experiences

Cut some pictures of people out of magazines, paste them on tagboard and put on bulletin board. Ask the students to tell a story of how the individuals in the pictures feel, and what each is going to do or has just done. Ask the student to explain why the people made the decision to act as they did. (Bring in the term emotions as feelings.)

Ask the students to talk about moods people display. Students can pantomime different moods. Ask the students in what ways might their moods influence their behavior.

Before long students will be deciding whether they will or will not smoke. Have the students role play a scene where some kids want to smoke and some do not. Ask them why they took the position they did. What do they feel has influenced them to believe the way they do?

Have the students bring some of the foods to class which intermediate students often dislike, such as spinach, beets, liver, asparagus, etc. First ask them why and how they decided they didn't like certain foods. Then ask the students to try all the foods. Give those who volunteer to try all the foods a special reward, such as ten minutes extra for recess. Now ask if there is anyone else who would like to try all the foods. Ask those who volunteer why they changed their minds. Give this group of new volunteers a more enticing reward. Now talk about how great the foods are for the student's health. Ask for more volunteers. Reward. Continue asking and rewarding until all of the class has volunteered. Conclude by discussing why there was a change in their decision about the foods.

Develop some project which involves the use of colored paper. Talk several students into using a color they generally dislike. Have these students explain to the class why they decided to use a color they dislike. Discuss with the class the pressures that cause people to change their decisions.

Have groups of students make up a poster and a commercial to sell a *new* mood modifier particularly designed for intermediate students. After each group makes its presentation, ask the other students why they would or why they would not buy or use the new substance.

Instructional Objective:

Before completing the intermediate grades, the student will recall, at a level of proficiency determined locally, the description, sources and uses of the common mood modifying substances.

Suggested learning experiences

Invite a *pharmacist* to class to explain what *prescription drugs* are, how people get them, and how people should use them. (Might substitute any other qualified resource person.)

Have a small group of students visit a **pharmacy* to learn ***what the pharmacist does.*

Students should work together in the class to determine where to gather information, what information they are going to seek, and how they are going to obtain it.

Tape recorders or polaroid cameras can be used to record important audio and visual information obtained on the visit.

Parents and/or a school nurse can be used to take small groups of students on field trips if several groups are going at the same time.

Have students develop one illustrated notebook for the class to use for future reference. The notebook should contain information about past and present research on prescription and nonprescription medicines. Develop library skills and research procedures by encouraging students to use libraries (classroom, school, public) in collecting information.

After studying some sources of drugs, have the students develop pantomime situations in which they will play the role of a person who is responsible for providing drugs to others. They may use costumes or props. Have the class guess the role that is portrayed. Follow with a discussion of the value of this source of drugs.

Set up the classroom as a newspaper office. Have students select the various sections of the paper (sports, society, financial, editorial, want ads, front page) on which they would like to work. The class may want to select an editor-in-chief and heads of each section.

Have the students prepare the newspaper by writing articles and creating art work that would describe various drugs, their use and/or misuse and their sources within the context of the section of the paper they are working on.

Develop one or more teams of students who will be responsible for preparing programs on potentially dangerous substances to present to primary grade students. Most important would be the drugs commonly found around home, where these drugs come from, and how the family uses them.

*Other students may visit other places where drugs are produced or used (hospital, research laboratory, etc.).

**The specific information to be obtained on the visits will change.

Instructional Objective:

Before completing the intermediate grades, the student will evaluate, at a level of proficiency determined locally, the possible sociological, psychological and physiological effects on the individual resulting from the use and/or misuse of various mood modifying substances.

Suggested learning experiences

Have students prepare a bulletin board in three sections:

Sociological

Man relating to others

Psychological

Intellect and emotions

Physiological

Body functioning

A single drawing or picture should depict each central theme relating to the effects mood modifying substances have on the *total* person. As the study of mood modifying substances progresses, pictures, drawings, or other material can be placed on the master board to show specific effects.

Use a simple smoking machine to collect substances in cigarette smoke. (Classroom kit available from Cancer Society.) Discuss the results.

Have a few students visit junior or senior high school coaches or elementary physical education specialists to ask why these people feel physical fitness is important. Students should also gather opinions on how mood modifying substances affect physical fitness.

Have several small groups of students each prepare a sketch of the systems of the body. Each group selects one or more mood modifying substances and shows on their sketch the following:

- The route of entry for the mood modifying substance or substances
- What systems are most directly affected
- How the functions of these systems are altered
- The specific diseases (physical and mental) which may result.

As the sketches are completed, each group should explain their findings to the class. The class should have an opportunity to discuss the findings and to volunteer any additional information.

Use current newspaper articles as a stimulus for discussion on the effects of the use and/or misuse of mood modifying substances.

Have students discuss how their relationships with other people (society or societies in which the individual operates) might be affected if physical or mental development is impaired by the use and/or misuse of mood modifying substances.

Instructional Objective:

Before completing the intermediate grades, the student will evaluate, at a level of proficiency determined locally, the possible sociological, psychological and physiological effects on the individual resulting from the use and/or misuse of various mood modifying substances.

Suggested learning experiences

Have students plan and conduct interviews with law enforcement personnel and others to obtain information on the social effects caused by involvement with mood modifying substances.

Have students, individually or in small groups, make montages to express their understanding of "How a specific mood modifying substance affects a person socially, physically and psychologically and how these effects influence behavior."

Collect information from a variety of sources showing the effects of smoking on the respiratory and circulatory systems.

Collect information from a variety of sources showing the effects of the use and/or misuse of alcoholic beverages on the nervous system.

Have the students figure the cost of smoking various numbers of cigarettes on a daily, weekly, and yearly basis. Have them plan what a smoker could have purchased with the money instead of tobacco.

Discuss with the class the suffix "ology." Draw a circle on the board with lines leading from it.

Put prefixes such as psycho, physio, socio, and zoo at the end of the lines to show the students how to analyze words. Have students volunteer other "ology" words.

Have a class discussion on the term society. Who makes up the society? How many different societies can you think of? How is membership obtained? etc.

Have students finish the sentence, "I would like to have people respect me because——————————."

Instructional Objective:

Before completing junior high school, the student will evaluate, at a level of proficiency determined locally, attitudes toward the use and/or misuse of mood modifying substances held by the different segments of society.

Junior High

Suggested learning experiences

Have a class discussion to define "society." (What is it? What criteria can be used to segment society? What segments can be identified?)

Write on the blackboard or white butcher paper the many segments of society as seen by the students.

Using tagboard or white butcher paper, have students develop a sketch to represent a person and the many influences which help to develop his attitudes. Using the same procedure, develop a sketch to show who determines group attitudes.

Ask the class to divide into enough groups to cover the various segments of society they have listed on the board. Ask a student to go to the board to record the questions the groups have developed to be used in preparing a survey instrument.

The instrument should enable the students to survey the various attitudes about the use and/or misuse of mood modifying substances.

Have each student answer the survey instrument.

The groups should have class time to plan when and how they are to carry out the interviews. They should also plan the method of reporting the results of the survey to the class.

Individual reports of the findings will be given by each group. A class discussion should follow each report. This discussion should not be to condemn the attitudes identified, but it can be used to help the class understand why people have the attitudes they do.

Instructional Objective:

Before completing junior high school, the student will evaluate, at a level of proficiency determined locally, the possible consequences resulting from prosecution following involvemen: with mood modifying substances.

Suggested learning experiences

Start with a class discussion on why it is important for students to be aware of the legal consequences of being involved with mood modifying substances. Ask students to identify various sources they feel could help inform them of the consequences.

Have the class choose two-man teams to interview each of the sources identified in the discussion. Sufficient class time should be given to develop questions to be used during the interviews. The students should also decide when and where the interview will take place and how the information will be presented to the class.

While the teams are carrying on the interviews, the remainder of the class could be making a montage to depict their ideas about the possible consequences resulting from legal involvement with mood modifying substances.

After the team members have reported their information to the class, a discussion could follow to compare the consequences as depicted on the montage with those identified through the interviews.

Instructional Objective:

Before completing junior high school, the student will analyze, at a level of proficiency determined locally, the financial benefits and/or costs to himself and to his community which may result from use and/or misuse of mood modifying substances.

Suggested learning experiences

Ask the class to divide into a minimum of four groups for the purpose of writing short skits. One-half of the groups could write about the individual financial benefits derived from the use and/or misuse of mood modifying substances (man has headache—not going to work —wife gives him Excedrin—he goes to work—boss gives him raise.) One-half of the groups could write about community financial gains from the use and/or misuse of mood modifying substances (women buy tranquilizers from druggist—druggist contributes to Big Brother Program). Each group would present their own skit. Evaluation of whether there really is financial gain should follow each skit.

After rearranging the small groups, the students could determine the dollar costs to the individual and community as a result of the use and/or misuse of mood modifying substances. Groups might want to take only one substance, such as tobacco, alcohol, etc. Class time should be given to develop the different methods by which students will gather their information. Time should also be given to identify possible resources. Special attention could be given to the large companies who are beginning to recognize the effects of drug misuse and abuse. Information about alcoholism programs may also be of interest. Results may be given as a panel, a report from a group recorder, a taped presentation, posters, etc. A class discussion should follow each of the presentations.

Instructional Objective:

Before completing junior high school, the student will analyze, at a level of proficiency determined locally, possible methods of resolving psychological, sociological and physiological problems common to the development of junior high school students.

Suggested learning experiences

This objective could be introduced by having the students discuss why junior high students seem to have more problems than any other age group. If this truly is the case, students should be able to identify some of the problems which then could be listed on the board. Other ways of identifying the problems could be through the use of a student bulletin board, montages, writing dramatic plays, writing individual stories, etc. Some students may decide to survey other students or parents to identify these problems.

The students may invite school counselors, personnel from the mental health center or other qualified persons to present possible methods to resolve junior high student problems. Some students may report on material they have read about methods of handling the problems.

A discussion by the entire class of the many problem resolving methods presented will give each student a chance to profit from and decide which method or methods would best fit his situations.

Instructional Objective:

Before completing junior high school, the student will construct, at a level of proficiency determined locally, a plan of action which he or others could use in resolving questions and problems common to the use and/or misuse of mood modifying substances.

Suggested learning experiences

The class may discuss why it is important that each student have a plan or plans to resolve possible questions or problems concerning mood modifying substances. The class could be divided into four groups which are necessary to cover the entire objective. The function of the groups could be to (1) develop situations in which junior high students could be involved with mood modifying substances, (2) research services available to the students within their own school and community, (3) research services available in neighboring communities and at the state level, (4) develop guidelines explaining how to take advantage of any of the services.

Group one, which is working on the situations, could collect printed articles, write dramas, role play, pantomime, etc., to develop and present their information.

Group two, which is concerned with the school and local community, could make personal interviews, telephone, or invite available resources to the school for the purpose of finding out what services are available to people with questions and problems concerning the use of mood modifying substances. Possible resources are public health, probation officer, doctors, etc.

Group three, which is concerned with neighboring communities and state level resources, could use the same techniques as group two. Possible groups to contact are the highway patrol, mental health center, public health department, family counseling service, etc.

Group four could develop a ditto master with an outline of a general procedure to secure available services. A copy could be given to each student for personal modification.

When the various groups have completed their research, the information should be presented to the entire class. The information may be presented in any manner the various groups desire—as a panel, tape recordings, pamphlets, dittos, etc. Following the presentation, the class could thoroughly discuss the presentations before the individual student constructs his own plan for handling the possible questions and problems with regards to mood modifying substances. The plan should not only be one for himself, but one with which he could assist others with similar problems.

Instructional Objective:

Before completing the senior high school, the student will synthesize, at a level of proficiency determined locally, the cause-and-effect relationship between the utilization of drugs to meet the needs of society and societal action stimulated by the use and/or misuse of drugs.

Senior High

Suggested learning experiences

Divide the class into two groups to do a comparative study of the "Use of Drugs in Our Society." Work with each group independently to provide direction for their research.

The first group may be assigned the question, "What has led our society to develop drugs?"

Provide the following questions for guiding research:

1. How are drugs classified?
2. What events have preceded the discovery of specific drugs from each classification?
3. What changes have occurred in our society that would explain the increase in drug discoveries over the past twenty-five or thirty years?
4. What reasons have been given for developing specific drugs?

Group two is assigned the question, "How does man use drugs?"

Provide the following questions to guide research:

1. Why do various individuals and groups feel that drugs are beneficial?
2. What types of drugs are used least and/or most extensively?
3. Why do people use these drugs?

Allow time for class groups to formulate any additional questions that they feel are pertinent.

Upon completing the guiding questions, research should be conducted by the members of the class.

Any of the following may be used for gathering data:

1. Materials provided by the teacher and available in the classroom
2. School or public libraries
3. Interviews with students, parents or other adults (pharmacist, doctor, nurse).

Compiling and using research: Students should make a list of their findings.

Group one—the need for drugs by our society

Group two—the ways man has used drugs

(These lists could be put on a chart, chalkboard, or on transparencies.)

Discuss with the class the concept "cause-and-effect relationship." Follow with a discussion of whether the students can see a cause-effect relationship between the two lists. What is the cause-and-effect relationship? Discuss "Why and how society has responded to the use and/or misuse of drugs."

Assign several students to explore the responses society has made to the use and/or misuse of drugs. Individualize by having students select which resource they will gather data from.

Compile a summarized list of responses to be typed and passed out on a ditto.

Evaluate the various responses of society in light of earlier class discussions on cause-and-effect relationships.

Instructional Objective:

Before completing the senior high school, the student will demonstrate, at a level of proficiency determined locally, that he has evaluated available resources that could help him resolve questions and problems which could lead to, or have resulted from, the use and/or misuse of mood modifying substances.

Suggested learning experiences

Work with a small group of students to prepare a short skit or series of skits around the theme, "Getting Help When Needed." Skits should depict two situations: (1) the individual who knows where to obtain help, and (2) the individual who is unable to locate the needed resources.

After the skit or series of skits, discuss with the class the importance of being able to select the *right* resources before help is needed.

The discussion should be led in a direction that will help students in developing criteria to evaluate resources which deal with the questions and problems caused by the use and/or misuse of mood modifying substances.

Pick out, or have a student pick out, the main points of the discussion. Criteria may be placed on a chalkboard or on an overhead transparency.

Divide the class into three or four small committees (depends on class size). Have each committee make a list of the questions they have or know other people have had about mood modifying substances. A list should also be developed about the problems students have encountered or know other people have encountered relating to the use and/or misuse of mood modifying substances. Have a small group (one or two representatives from each committee) combine the lists developed. (This activity may be expanded by having students survey other students for question and problems.)

Discuss with the class where they feel they could go to get help for their questions and problems.

Have the students select a question or group of questions and/or problems they would like to deal with from the compiled list.

Provide time for students to seek out and visit resources. Resources should be those identified by students as being able to answer questions or to give guidance in resolving problems.

When the students have had time to complete the above activity, they should bring their information to the others in the class. This information should include (a) where the student went, (b) purpose of the resource, (c) answers given by the resource, and (d) his evaluation of the answers and the resource. Information may be presented as:

1. An oral report
2. A chart or other graphic display (of agency visited, etc.)
3. A written report
4. Etc.

Have students evaluate (orally or in writing) the resources available to them. The evaluation might include a discussion to point out any gaps the students see in the type of resources available.

Instructional Objective:

Before completing the senior high school, the student will evaluate, at a level of proficiency determined locally, local, state, federal and/or international laws controlling the movement, sale, or use and/or misuse of mood modifying substances.

Suggested learning experiences

Invite a judge, a law enforcement officer and a pharmacist to present a panel discussion to the class. The presentation should center on an interpretation of the laws at the local and state levels.

(*Note:* If more than one class is involved, have the discussion in a large area and invite representatives from each class. The session might be video taped and/or recorded for future reference or review or for presentation to those who couldn't be free for the initial discussion.)

During the time the others are involved in the presentation, have volunteers gather data on federal and international laws pertaining to the movement, sale, possession, or use of mood modifying substances.

(Copies of the laws should be available in the classroom or in the school library to reduce the time needed to review these laws.)

Class members should prepare summaries of local, state, federal and international laws (charts for classroom display, transparencies for projection, *and/or* dittoed sheets for distribution to individuals in class).

Break the class into buzz groups to explore:

1. The value of looking at the laws
2. Similarities and differences in the laws
3. Possible reasons for differences.

Conduct class discussions on the ideas explored in the buzz groups.

Discussion generally raises questions about procedures of law enforcement and the result of penalties being imposed when the law is enforced.

Let students select research projects:

A. Looking at law enforcement—mood modifiers
   1. Why the law?
   2. Who enforces the law?
   3. What are the factors involved in accomplishing enforcement?
   4. What factors work in restricting the enforcement of these laws?

B. Looking at penalties
   1. Why penalties?
   2. What kinds of penalties are imposed locally?
   3. Who does the penalty for law violation affect?
   4. In what ways are these people affected?
   5. Are penalties imposed uniformly?

Available resources:
- Court sessions
- Juvenile authorities
- Groups of or individual parents
- Former drug abusers
- Treatment and rehabilitation facilities
- Friends or acquaintances

Use of resources:
- Going out into the community
- Bringing resources into the school
  - To the classroom
  - To several locations in the school where they can be interviewed by individual or small groups of students

Discuss with the class the data gathered *and* the conclusions that have been drawn from the research. Summarize the class discussion. Students should formulate those things needed to determine if a law is valuable or if it should be changed.

Instructional Objective:

Before completing the senior high school, the student will hypothesize, at a level of proficiency determined locally, methods he could use as a prospective adult and/or parent for preventing or dealing with problems resulting from the use and/or misuse of mood modifying substances.

Suggested learning experiences

With the class identify various issues related to the use and/or misuse of mood modifying substances on which there is disagreement either between individuals or between subgroups within society.

Have each student interview his own parents and one or more additional sets of parents to gather data on parental views of these issues. Interview a similar number of students on the same issues.

Compile the findings by grouping similar viewpoints. Discuss why parents may have attitudes different from those of students or from those of other groups (law enforcement, pharmacists, medical personnel, etc.).

Divide the class into three groups. Have each group develop a list of problems they feel it would be important to prevent growing children from encountering. Have the group also arrive at some reason they feel it is important to prevent these problems.

Each group should report to the class either through a group recorder or through a chairman.

Conclude by presenting the following problem for each student to work on at his own pace and in his own way:

> The year is 19—. You have been married for fourteen years; and you are the parents of two children, a boy thirteen and a girl eleven.
>
> You may assume any social setting you wish, but please identify the social setting you are using in your discussion.
>
> Each of you should identify the problems you feel your children will encounter between now and the time they reach the age of twenty-one.
>
> Explain how you might deal with each of the problems you have identified.

Some discussions of the ideas developed by individual students might be beneficial for the class.

Appendix B

Resources

This appendix is structured to encourage the individual district to examine a wide range of information, choose that which best meets the needs of their teachers and students, and continually update the information.

Teacher references will aid the teacher in understanding the philosophy encompassed in this guide regarding health and drug education. Other resources will provide materials for teachers and students related to the use and/or misuse of mood modifying substances.

Teacher References

A Federal Book: Answers to the Most Frequently Asked Questions About Drug Abuse. (Superintendent of Documents, Department D.) Washington: Government Printing Office, 1970.

Cohen, Sidney. *The Drug Dilemma.* San Francisco, Calif.: McGraw-Hill Book Company, 1969.

Einstein, Stanley. *The Use and Misuse of Drugs: A Social Dilemma.* Belmont, Calif.: Wadsworth Publishing Company, Inc., 1970.

Glasser, W. *Reality Therapy.* Scranton, Pa.: Harper & Row Publishers, Inc., 1965.

Hochbaum, Godfrey M. *Health Behavior.* Belmont, Calif.: Wadsworth Publishing Company, Inc., 1970.

Jones, Kenneth L., Louis W. Shainberg and Curtis O. Byer. *Drugs and Alcohol.* Scranton, Pa.: Harper & Row Publishers, Inc., 1969.

Raths, Louis E., Merrill Harmin and Sidney B. Simon. *Values and Teaching.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1966.

Films and Filmstrips

City Public Health Films

College or University Catalogs

Local Resources
- Building instructional resources center
- District audio-visual department
- Intermediate resources center

Voluntary Health Agencies

Film Library
Washington State Library
Olympia, Wash. 98501
(Washington State residents only)

Association Films
600 Madison Ave.
New York, N.Y.

Bailey Film Associates
11559 Santa Monica Blvd.
Los Angeles, Calif. 90025

Carousel Films, Inc.
1501 Broadway
New York, N.Y. 10036

Center for Mass Communication
of Columbia University Press
440 West 110th Street
New York, N.Y. 10025

Churchill Films
662 No. Robertson Blvd.
Los Angeles, Calif. 90069

Sid Davis Productions
2429 Ocean Park Blvd.
Santa Monica, Calif. 90405

Encyclopaedia Britannica Films
38 West 32nd Street
New York, N.Y. 10017

Film Distributors International
2223 South Olive
Los Angeles, Calif. 90007

Guidance Associates of
Pleasantville, New York 10570

Ideal Pictures Corporation
321 West 44th Street
New York, N.Y. 10036

Narcotic Educational Foundation
of America
5055 Sunset Blvd.
Los Angeles, Calif. 90027

National Medical Audiovisual Center (Annex)
Chamblee, Ga. 30005

Henk Newenhouse, Inc.
1825 Willow Road
Northfield, Ill. 60093

Precision Film Laboratories
21 West 46th St.
New York, N.Y. 10036

Pamphlets

American Social Health Association
1790 Broadway
New York, N.Y. 10019

Associated Press
50 Rockefeller Plaza
New York, N.Y. 10020

Bureau of Narcotics and Dangerous Drugs
U.S. Department of Justice
Washington, D.C. 20537

Information Materials Press
25 West 4th Street
New York, N.Y. 10036

Narcotics Education, Inc.
P. O. Box 4390
Washington, D.C. 20012

Pharmaceutical Manufacturers Assoc.
Committee on Narcotics
1155-15th St. N.W.
Washington, D.C. 20005

Public Affairs Committee
381 Park Ave. South
New York, N.Y. 10016

Spenco Corp.
P. O. Box 6322
Salt Lake City, Utah 84106

Synarian Foundation, Inc.
1351 Ocean Front
Santa Monica, Calif. 90401

U.S. Department of Health, Education & Welfare
330 Independence Ave., S.W.
Washington, D.C. 20201

U.S. Federal Food and Drug Administration
Distribution and Mailing Unit
200 "C" Street, S.W.
Washington, D.C. 20204

United States National Student Assoc.
2115 "S" Street
Washington, D.C. 20008

Periodicals

American Public Health Assoc.
224 East Capitol St.
Washington, D.C. 20003

American School Health Assoc.
515 East Main St.
Kent, Ohio 44240

American Sociological Association
1001 Connecticut Ave.
Washington, D.C. 20036

Institute for the Study of Drug Addiction
680 West End Ave.
New York, N.Y. 10025

National Clearinghouse for Drug Abuse Information
WT240
5454 Wisconsin Ave.
Chevy Chase, Md. 20015

United Nations Publications
Room 1059
United Nations Bldg.
New York, N. Y. 10017

School and local libraries

Family Health
Health Education Journal, The
Health Information Digest
Journal of the American Medical Assoc.
Journal of School Health
Life
Listen
Look
Readers' Digest
Readers' Guide to Periodical Literature
Saturday Evening Post
School Health Review (AAHPER)
Today's Health
World Health
WHO Chronicle

Possible Community Resources

Churches
Counseling Services: family, mental health, private
Courts: adult and juvenile, judges
Doctors
Pharmacists
Police: juvenile, narcotics and/or drug, traffic sections
Public Health Department: city and/or county
Treatment and Rehabilitation Centers: halfway houses, open-door clinics, live-in center

Appendix C

Working Definitions

This appendix contains the specific definitions intended for certain words of phrases used in this guide. These definitions are provided to clarify the particular meaning intended so that a common understanding is possible.

Working Definitions

Drug problem: A condition brought about by the use and/or threat of use of chemicals which interferes with the goals of an individual or a social group.

Drugs: Any chemical substance that alters the structure or functioning of a living organism.

Harmful substances: Any material taken into the body in amounts and at a toxicity level sufficient enough to cause adverse body reactions.

Misuse: Use for medically and socially unacceptable reasons.

Mood modifying substances: Any material internalized which may cause euphoria, depression, personality changes, and/or abnormal behavior.

Resources: Any individual, organization, or specific location which can provide information and services to help resolve a question or problem.

Sources: A person, place, or thing from which mood modifying substances can be obtained.

Use: Use of drugs for medically and socially acceptable reasons.

Instructional Objective:

Concept: Drugs

Teacher questions for program planning	Learning experiences	Evaluation experiences student and/or teacher	Student and teacher resources for data gathering